

Methods: Online training courses were developed as part of a curriculum which offers continuing education credits to earn Basic and an Advanced level certifications. The courses introduce disaster health information, its uses, and potential roles for those interested in participating in disaster health information-related activities. Monthly webinars are offered to supplement these courses and provide an opportunity to host subject matter experts to speak on health information for specific events, or to present new or updated tools and resources that can assist disaster information specialists in their daily work. The community of practice helps information specialists develop relationships with others trained in searching and evaluation of disaster health information. The knowledge gained through these interactions, and from the training opportunities, provides them with tools and information to help their own communities in preparedness, response, and recovery activities.

Results: As of October 2016, 66 people in 20 states and three internationally-based persons have earned a Disaster Information Specialization certificate from the Medical Library Association.

Conclusion: The program has been instrumental in providing a cadre of responsive individuals, across the United States and beyond, who are involved in preparing and providing health information before, during, and after disasters.

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Evaluation of Disaster Education from a Pedagogical and Andragogical (Adult Learning Theory) Perspective and Recommendations

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Study/Objective: This study aims to evaluate disaster education programs, highlighting the basic differences between pedagogical and andragogical approaches (adult learning theory) with examples.

Background: Disaster education could be defined as an ongoing strategy aimed at alerting the public to the consequence of a hazard impact on an unprotected community. Effective disaster education is possible with approaches of extended-to-community and systematic education. These disaster education models should have pedagogical and andragogical approaches.

Methods: The pedagogical approach is based on teacher-directed-learning theory while the andragogical approach is the based on self-directed-learning theory. The differences between approaches can be explained as follows: Sense of self, Experiences, Readiness to learn, Orientation to learning. The differences between models were evaluated under these topics.

Results: Table 1. Available actions about effective disaster education for pedagogical and andragogical approach.

Conclusion: When disaster education programs are being made, differences between a pedagogical approach and an andragogical approach should be taken into consideration.

About	Pedagogical	Andragogical
<i>Sense of self</i>	<ul style="list-style-type: none"> ● Comprise didactic instructions or images ● Prepare classroom activities such as role-play ● Produce an awareness of at least the possibility of crisis 	<ul style="list-style-type: none"> ● Ask questions ● Take ideas ● Do brainstorming/discussion ● Interactive education
<i>Experiences</i>	<ul style="list-style-type: none"> ● Teach cognitive processes, behavioral skills necessary for protection, and especially emotional labor ● Be accepting of the reality of what has happened 	<ul style="list-style-type: none"> ● Make it feel precious ● Make it feel as unique as individuals ● Join all activities ● Be respectful ● Provide a setting of information exchange
<i>Readiness to learn</i>	<ul style="list-style-type: none"> ● Facilitate learning ● Perform applications as dramatization, models, and demonstration 	<ul style="list-style-type: none"> ● Be motivated ● Constitute a reliable, encouraging, positive, and taking-into-account an individual needs setting ● Constitute a “real” setting ● Put emphasis on requirements of disaster education ● Draw attention with disaster scenarios
<i>Orientation to learning</i>	<ul style="list-style-type: none"> ● Perceived information as precious ● Adopt disasters as a important event in their life 	<ul style="list-style-type: none"> ● Correlate with their real life ● Give clear and explanatory information ● Adopt solution-oriented approach for problems

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Granting the First Aid Event on the Spot, the Opinion of Team Members in the Medical Rescue Units in the Capital City of Warsaw

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Study/Objective: The aim of the study was to know the reviews of team members of the emergency medical provincial Ambulance and Emergency “Meditrans” in Warsaw, as people react in situation of real threat to life or health of the injured